



**THE ANALYSIS OF NOMINAL GROUPS IN STUDENTS' RECOUNT  
TEXTS OF THE BEST QUALITY CLASS AND REGULAR CLASS OF  
ELEVENTH GRADE STUDENTS IN MA NU BANAT KUDUS  
IN THE ACADEMIC YEAR 2011/2012**

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**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MURIA KUDUS**

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**By**

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**2013**

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This is to certify that the Sarjana skripsi of Isti Ma'rufaton Nafisah (NIM. 2008-32-074) has been approved by the thesis advisors for the further approval by the Examining Committee.

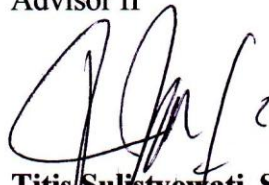
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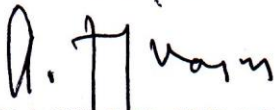
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## MOTTO AND DEDICATION

### Motto:

- If all the trees on earth were made into pens, and the ocean supplied the ink,  
Augmented by seven more oceans, the words of GOD would not run out.  
GOD is Almighty, Most Wise.  
(QS. Luqman: 27)
- “Impossible is Nothing” (Adidas)
- Why did I want to win? Because I didn’t want to lose! (Max Schmelling)

### Dedication:

The writer dedicates her skripsi to:

- Allah SWT the Almighty and my Prophet Muhammad, peace be upon on him
- My lovely father in the heaven
- My entire family for all prayers which have been said and all spirit given



## ACKNOWLEDGEMENT

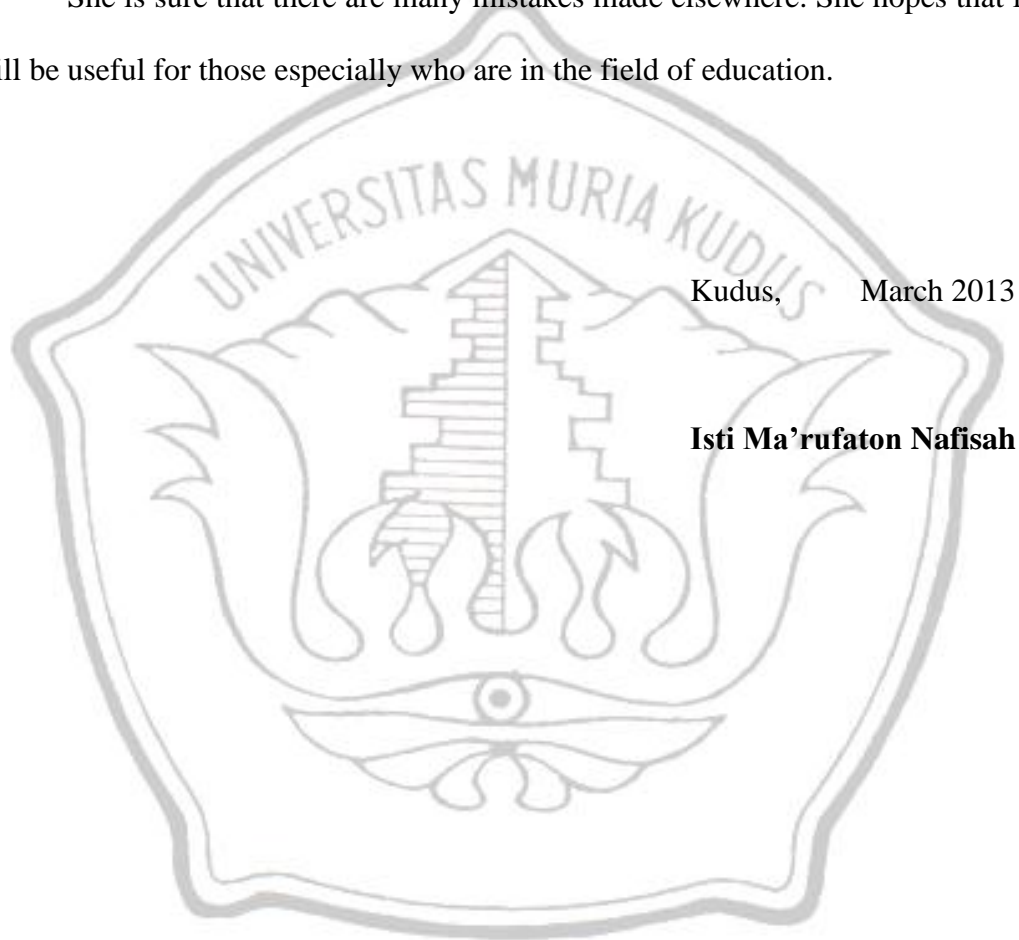
In the name of Allah, the most gracious and the most merciful, in this occasion, the writer would like to express her gratitude to the God, Allah S.W.T., who has given her mercies and blessing so that she can accomplish this skripsi entitle “The Analysis of Nominal Groups in Students Recount Text of the Best Quality Class and Regular Class of Eleventh Grade Students in MA NU BANAT KUDUS in the Academic Year 2011/2012”.

There are many people who give their own contribution during her struggle to complete this skripsi. So that in this special occasion, the writer would also like to convey her special gratitude to them. They are:

1. Drs. Susilo Rahardjo, M.Pd, the Dean of Teacher Training and Education Faculty of Muria Kudus University
2. Fitri Budi Suryani, S.S. M.Pd the Head of English Education Department
3. Atik Rokhayani, S. Pd., M. Pd., her first advisor who gives her best effort she could never imagines before
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7. Her beloved parents (Rumiyati), brothers (Muchlas and fendy), and the entire families who give her everything and give endless supports

8. Her best friends (Atik, Lya, Sumi yayank, Novi and those whom are not able to mention here), for all sweetest things we spend together
9. For teater TigakomA (mas Agus, mas Giyok, Anam, Penceng, Beni) thanks for every goodness that you gave to me; love care and friendship.

She is sure that there are many mistakes made elsewhere. She hopes that it will be useful for those especially who are in the field of education.



Kudus, March 2013

**Isti Ma'rufaton Nafisah**



## ABSTRACT

Nafisah, Isti Ma'rufaton. 2013. *The Analysis of Nominal Groups in Students Recount Text of the Best Quality Class and Regular Class of Eleventh Grade Students in MA NU BANAT KUDUS in the Academic Year 2011/2012. Skripsi.* English Education Department. Teacher Training and Education Faculty. Muria Kudus University. Advisor Lecturer: (I) Atik Rokhayani, S.Pd., M.Pd (II) Titis Sulistyowati, SS, M.Pd

Key Words: Nominal Group, Writing Competence and Recount Text

Writing is very important part in teaching language, because it is main objective skill. Writing is considered as the most important which is fully mastered by all language learners, no exception in the MA NU Banat Kudus. The eleventh grade students of MA NU Banat Kudus had got the material about recount text when they were in first grade. Although there is no material about recount text in the eleventh grade, but they had an assignment from their English teacher to write their daily activities. Surely they use nominal group in their recount text.

This research basically comes from writer's curiosity at finding out the structure of nominal groups used by the eleventh grade students of MA NU Banat Kudus in the academic year 2011/2012 in writing recount text. The purposes are to know the structures of nominal groups used by the students of the best quality and regular class of eleventh grade students in MA NU Banat Kudus.

This study is a descriptive qualitative research. It is used to unfold the writing competence of the eleventh grade students of MA NU Banat Kudus in the academic year 2011/2012 in using nominal groups in writing recount text.

The result of this study shows that there are 234 nominal groups used by best quality class and there are 18 structures of nominal groups found in the best quality class. That are T (108), D+T (73), N+T (10), E+T (5), T+Q (1), C+T (10), Pd+T (1), Pn+T (1), Pn+D+T (1), Pd+D+T (1), D+C+T (5), D+E+T (7), D+PD+T (1), D+N+T (3), E+T+Q (1), D+T+Q (4), N+T+Q (1), D+E+C+T (1). In other hand in the regular class there are 214 nominal groups and only 13 the structures of nominal group used by regular class. That are T (99), D+T (79), N+T (2), E+T (4), T+Q (1), C+T (8), Pd+T (2), Pn+T (1), Pn+E+T (1), D+C+T (3), D+E+T (4), D+N+T (5), D+T+Q (5). And the most dominant is structure of "Thing" because it is simple structure. Not only best quality class but also regular class used this structure as the most dominant structure.

Also, the writer states her suggestions that are addressed to the students, teachers and the further researchers. For students: (1) they should enrich themselves by using nominal group. (2) They should pay attention the nominal group while reading since nominal groups are important to give the understanding of reading text in order to know the main subject or noun. (3) They should increase their writing practice and find themselves large opportunity to write so that their writing competence will increase significantly. For teachers: (1) the teachers to encourage the students to write more and develop their structure of nominal group. (2) the teachers must lead the students to hold a study like this sort study as she have been conducted as many as possible in order to increase students' interests to using or making the different nominal groups. It needs to improve continuously. For the further researcher: they should develop their study probably by conducting deeper study about this topic.

## ABSTRAKSI

Nafisah, Isti Ma'rufaton. 2013. *The Analysis of Nominal Groups in Students Recount Text of the Best Quality Class and Regular Class of Eleventh Grade Students in MA NU BANAT KUDUS in the Academic Year 2011/2012*. Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Dosen Pembimbing: (I) Atik Rokhayani, S.Pd., M.Pd (II) Titis Sulistyowati, SS, M.Pd

Kata Kunci: Nominal Group, Kemampuan menulis dan Teks Recount

Menulis merupakan bagian yang penting pada pembelajaran bahasa, karena merupakan ketrampilan yang utama. Menulis dianggap sebagai keterampilan yang paling penting yang harus dikuasai oleh semua pembelajar bahasa tak terkecuali di MA NU Banat Kudus. Murid kelas sebelas MA NU Banat Kudus telah memperoleh materi tentang teks recount ketika mereka duduk di kelas sepuluh, meskipun demikian mereka mendapat tugas dari guru bahasa Inggris untuk menulis aktivitas mereka. Tentunya mereka menggunakan nominal group pada teks yang dibuat.

Penelitian ini bermula dari rasa penasaran peneliti untuk menemukan struktur dari nominal group yang ditulis oleh murid kelas sebelas di MA NU Banat Kudus pada tahun ajaran 201/2012 dalam menulis teks recount. Tujuannya adalah untuk mengetahui struktur dari nominal group yang digunakan oleh siswa kelas sebelas dari best quality dan kelas regular di MA NU Banat Kudus.

Penelitian ini adalah deskriptif kualitatif. Penelitian ini digunakan untuk membuka kemampuan murid kelas sebelas MA NU Banat Kudus dalam penggunaan nominal group dalam menulis teks recount.

Hasil dari penelitian ini menunjukkan bahwa ada 234 nominal groups digunakan oleh kelas best quality. Ada 18 struktur dari nominal group digunakan oleh kelas best quality. Yaitu T (108), D+T (73), N+T (10), E+T (5), T+Q (1), C+T (10), Pd+T (1), Pn+T (1), Pn+D+T (1), Pd+D+T (1), D+C+T (5), D+E+T (7), D+PD+T (1), D+N+T (3), E+T+Q (1), D+T+Q (4), N+T+Q (1), D+E+C+T (1). Sedangkan di kelas regular terdapat 214 nominal group dan ada 13 struktur dari nominal group digunakan oleh kelas regular. Diantaranya yaitu T (99), D+T (79), N+T (2), E+T (4), T+Q (1), C+T (8), Pd+T (2), Pn+T (1), Pn+E+T (1), D+C+T (3), D+E+T (4), D+N+T (5), D+T+Q (5). Yang paling sering digunakan adalah struktur "Thing" karena penggunaannya sangat mudah. Tidak hanya kelas best quality tetapi juga kelas regular memakai struktur ini sebagai struktur yang paling dominan.

Kemudian, penulis menyatakan sarannya yang dialamatkan kepada murid, guru dan peneliti selanjutnya. Bagi murid: (1) Mereka seharusnya memperkaya pemahaman tentang pemakaian nominal group. (2) mereka harus memperhatikan nominal group ketika membaca, karena nominal group sangat penting untuk memberikan pemahaman membaca bacaan dengan tujuan mengetahui tokoh utama atau tokoh utama. (3) Mereka seharusnya meningkatkan latihan menulis dan memberikan kesempatan seluas-luasnya untuk menulis sehingga kemampuan menulis mereka akan meningkat secara signifikan. Bagi guru: (1) Guru sebaiknya mendorong siswa untuk lebih mengembangkan penggunaan nominal group (2) Guru sebaiknya membimbing murid untuk mengadakan penelitian sejenis untuk meningkatkan ketertarikan siswa terhadap penggunaan

nominal group. Bagi peneliti selanjutnya: Mereka dihimbau untuk mengembangkan penelitiannya.



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